

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

<input type="checkbox"/>	Excelling
<input checked="" type="checkbox"/>	Improving
<input type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

W. Arthur Sewel Elementary School

Tucson Unified District
425 N. Sahuara, Tucson, AZ 85711

Principal: Mr. Richard P. Sniegowski

Schedule: 7:30 AM to 4:00 PM

Web Address: edweb.tusd.k12.az.us/sewell

E-mail: richard.sniegowski@tusd.k12.az.us

Grades: K-5

2002 Enrollment: 320

Phone: (520) 584-7200 x 7200

Fax: (520) 584-7202

▼ School Overview ▼

Mission

We, the Sewell community and school, wish to provide a positive environment where children feel comfortable and share their enthusiasm for learning and discovery. Our purpose is to foster responsibility and respect for others, and to promote effective communication whereby all students realize maximum achievement and potential.

Organization and Philosophy

- w Interactive Classrooms
- w Team Teaching
- w Balanced Literacy
- w Multiage Classrooms

School/Academic Goals

- w Attain reading scores at or above the top 10% of the schools in TUSD. To become number one in math as measured by Stanford 10 and AIMS.
- w Ninety percent or more of our students will meet or exceed standards on AIMS results.

Instructional Programs

- w Advanced Placement
- w Tutoring for Success
- w Gifted
- w Specialized Instruction
- w On-site Special Education
- w Conflict Resolution
- w Essential Skills Education
- w Computer Lab

- w Achieve scores above the national average on the Stanford 9.
- w Become a district leader in science education.

Enrollment

October 1, 2001 School Year Student Enrollment:	302
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	76

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Parent/Educator Relations
 w School Safety Issues
 w Student Achievement
 w Instructional Strategies
 w Curriculum Development
 w Budget Development

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
Other Professional Staff	9.00	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	2	0	0
10 or more years	9	9	0	0

▽ Shared Responsibilities ▽

School

We are required to keep our parents informed through Site Council minutes, faculty minutes, PTA minutes, access to curriculum guides, school newsletter, principal letters, telephone hotline, teacher letters, parent meetings and family nights.

Parents

Our parents are involved in the following activities: Volunteer work in classrooms, instruction, playground, lunchroom, afterschool activities, extracurricular activities, field trips, fundraising, clubs, sports, tutoring, transportation and support.

▽ Transportation Policy ▽

Based on district policy #6153.

▽ Calendar Information ▽

Number of Instruction Days:	175	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 28 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/22/02	1/7/03	3/18/03	5/21/03
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Media Center
W Pastoral Playground	W Self-contained Exceptional Education

Extracurricular Activities

W Band	W Safety Patrol
W Orchestra	W Student Council
W Scouts	W Parents as Partners Art Project
W Afterschool Study Hall	W Desert Project

School/Community Resources

W Day Care	W Health Services
W Breakfast Program	W Counseling Services
W Crisis Intervention	W Family Wellness and Resource
W Prenatal/Parenting Assistance	W Afterschool Program

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>w Sewell Stanford 9 scores exceeded the national averages in all grade levels.</p> | <p>w Math scores on the Stanford 9 were above the top 10% of the district.</p> |
| <p>w Reading scores on the Stanford 9 were in the top 10% of the district.</p> | <p>w AIMS scores were in the top 10% of the district.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	16.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Artist-in-Residence Award	1998
District Recognition - High Achievement	1999
Desert Project Cohort	2001
One for The Community Award	2002

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	43	537	7%	7%	40%	47%
	State	58840	524	9%	17%	45%	29%
Writing	School	43	557	0%	16%	65%	19%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	42	543	0%	17%	31%	52%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	35	521	6%	20%	40%	34%
	State	61305	505	21%	20%	43%	15%
Writing	School	36	554	3%	17%	56%	25%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	38	507	8%	32%	11%	50%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	78	70	60	--	--	--
2	Reading	--	--	--	100	66	50	99	65	52	86	54	53	79	57	57
	Language	--	--	--	100	62	40	100	52	43	90	37	44	84	55	48
	Mathematics	--	--	--	100	73	51	100	61	55	92	61	57	84	63	61
3	Reading	95	69	47	100	79	47	92	57	48	90	69	50	86	65	50
	Language	95	69	49	100	76	51	92	70	54	88	73	56	91	69	57
	Mathematics	93	68	46	100	69	49	99	71	52	92	70	54	93	71	56
4	Reading	84	75	53	100	75	54	100	71	54	89	72	55	85	73	55
	Language	84	64	47	100	68	49	100	66	48	87	71	50	88	60	50
	Mathematics	84	65	51	100	76	54	100	75	55	93	82	57	88	58	58
5	Reading	100	74	51	100	73	51	93	77	51	95	73	51	88	68	53
	Language	100	57	42	100	60	44	96	68	45	92	69	45	88	63	47
	Mathematics	100	60	51	100	70	54	95	77	55	92	71	57	93	70	59

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	88	83
Grades 3-4	82	44
Grades 4-5	63	47
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We provide a high quality educational program. We are able to reduce the number of playground injuries every year due to inappropriate behavior. Our counselor conducts classroom lessons that promote positive peer relations. Our parents report high satisfaction with our positive and friendly school climate.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,314	\$1,023,265
Classroom Supplies	\$30	\$9,111
Administration	\$530	\$163,645
Support Services-Students	\$343	\$105,843
Other Support Services and Operations	\$685	\$211,527
Total Expenditures- All Categories 2000-2001	\$4,901	\$1,513,391

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	Richard Sniegowski	(520) 584-7200	7204
Transportation Policy	Ron Stacy	(520) 617-7020	0
Community Resources	Helene Rothstein	(520) 584-7200	7218
School Nutrition Programs	Anne Edwards	(520) 584-7200	7223
Parent Organization	PTA	(520) 584-7200	7200
Student Health/Nurse	Janet Lew	(520) 584-7200	7217

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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